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ABSTRACT

This paper underscores the importance of increasing the number of minority faculty at community colleges, cites examples of programs currently being conducted to achieve this objective, and suggests actions to be taken by community leaders and educators. Section I reviews reasons for concern about achieving a significant presence of minority faculty on two-year college campuses and considers demographic and economic trends that make it imperative that educational opportunities for minorities be expanded. Section II examines the numbers, percentages, and positions of minority faculty employed in higher education, indicating that, in 1985, 90% of the full-time faculty were White, 4% were Black, 4% were Asian, 2% were Hispanic, and less than 1% were Native American. Section III reviews statistics on the participation of minorities in higher education, indicating that between 1976 and 1986, there was an almost 5% decline in the percentage of Black youth and over a 6% decline in the percentage of Hispanic youth attending college. In section IV, components of a multi-faceted effort to increase the number of minority faculty are discussed. This section offers examples of programs illustrating short- and long-range strategies for colleges and states. Section V looks at the related roles of national, state, and community leaders; state governments; college trustees; college faculty; and the colleges themselves to increase the number of minorities on campus. (ALB)

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The Dry Pipeline

Increasing the Flow of Minority Faculty

Presented by:

Dorothy S. Linthicum

In conjunction with James D. Tschechtelin and the National Council of State Directors of Community and Junior Colleges

Leadership 2000
June 11-14, 1989
San Francisco, California

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The Dry Pipeline

I. INTRODUCTION

I'm glad to see so many people think this issue is important enough to spend a morning discussing it. The project seemed somewhat interesting when I was contacted by the National Council of state Directors of Community/Junior Colleges about finding innovative ways to increase the number of minorities on faculties. My husband works for a large metropolitan newspaper, and I've watched how the paper has tried to be more sensitive in the coverage of minorities and in increasing the number of minorities working there.

What I didn't expect was the anger and frustration I came to feel and that was expressed by others who have spent years battling this problem. I also found people full of hope and energy.

A. Why be concerned?

An obvious question is: Why should people be concerned about increasing the number of minority faculty at two-year colleges? Probably the most important reason is that a significant presence of minority faculty is the best predictor of success in recruiting and retaining minority students. Secondly, minority faculty also help white students overcome prejudicial notions about intellectual capabilities of people of other races. Finally, white faculty gain a deeper understanding and appreciation for other cultural heritages.

B. Demographics

Even more compelling reasons for caring about this issue can be found in the changing demographics of the United States. A recent article in the June 1989 Washington Journalism Review notes several of these trends. According to the census bureau, the number of blacks increased twice as fast as the number of whites between 1980 and 1985. The number of Hispanics increased five and a half times faster than whites, and the rate of increase for Asian Americans was nine times that of whites.

Try to guess what percentage of the net growth in the work force by the year 2000 will be white males. A recent report prepared for the Department of Labor puts the figure at 15 percent. That same report projects that women will account for nearly two-thirds of all new workers in the next decade. Hispanics will account for 29 percent and Asians for 11 percent of new workers. Blacks will account for 18 percent of the new employees during the rest of the century. By 2000, there will be more black women than black men in the labor force and there will be more Hispanic men than black men in the labor force.

It's obvious that education opportunities for minorities will have significant impacts on the current and future work force. A report on adult literacy cited a Baltimore *Sun* editorial concluded that "75 percent of the American work force in the year 2000 are adults today: they are out of school and most are in the work force. By the most conservative estimates 20 to 30 million of these adults have serious problems with basic skills: they cannot read, write, calculate, solve problems or communicate well enough to function effectively on the job or in their everyday lives."

Tomorrow's requirements demand much most than basic reading, writing and thinking. A demographic analysis by Stanley C. Gabor of the Johns Hopkins School of Continuing Studies suggests that by the year 2000 -- for the first time in history -- a majority of all new jobs will require postsecondary education.

II. CURRENT FACULTY OUTLOOK

I think it's easy to see the impact these trends have on education, especially for community colleges. Who does the best job retraining adults? Which institutions are best equipped to teach basic skills to adults? Where do the majority of minorities go for postsecondary education? Look no further than this room for your answer--it's us.

Are we prepared to meet the challenges of the next decade? Twenty-five years ago, the Kerner Commission Report stemming from the riots in the 1960s said we were becoming two nations, separate and distinct. Let's look at the progress we've made in faculty racial composition. (Illustration I)

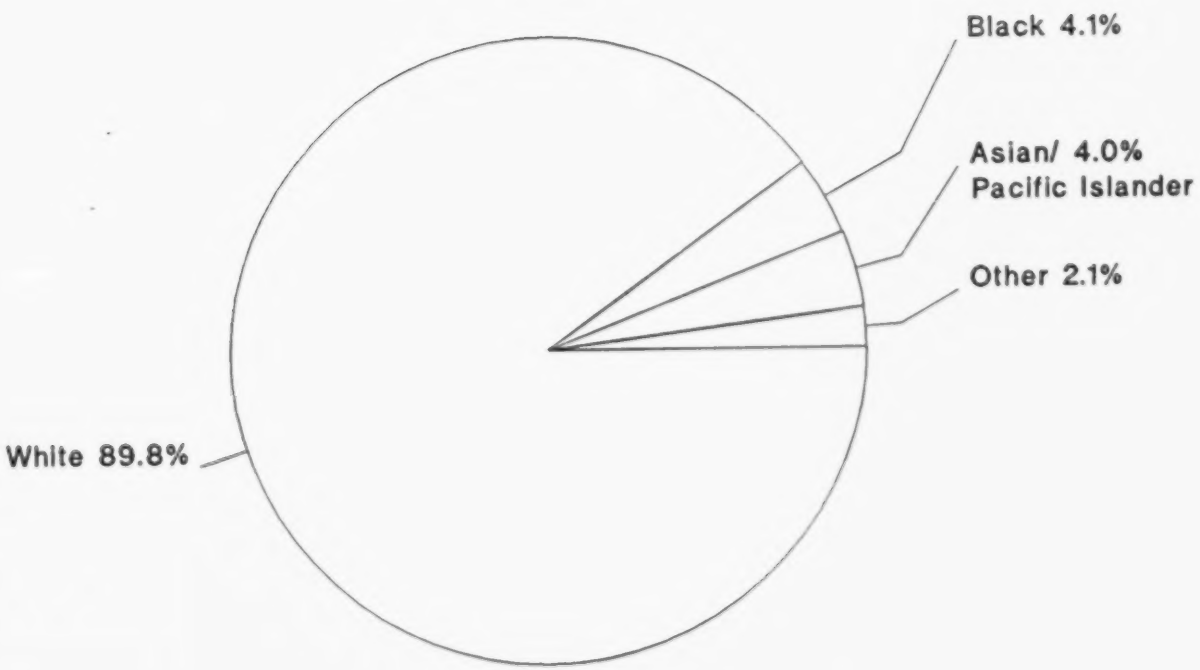
In 1975 about 92 percent of full-time faculty at U.S. colleges were white; four percent were black, 2 percent were Asian, one percent were Hispanic, and a fraction were native Americans.

What progress was made in the following decade? (Illustration II) In 1985, *only* 90 percent of the full-time faculty was white, four percent were black, another 4 percent were Asian, 2 percent were Hispanic, and while the proportion of native Americans doubled, it still was less than 1 percent. The actual number of blacks in full-time faculty positions declined in the ten year period. Compare this information with the fact that minorities now comprise nearly one-fourth of the total U.S. population.

You may be wondering why we chose to use data from 1985 and did not separate two-year college data from the totals. The answer is simply that data analysis about race and equal opportunity has very low priority at the federal level. The 1985 figures were released by the Equal Opportunity Commission in

Illustration I

Racial Composition of Full-time Faculty 1985

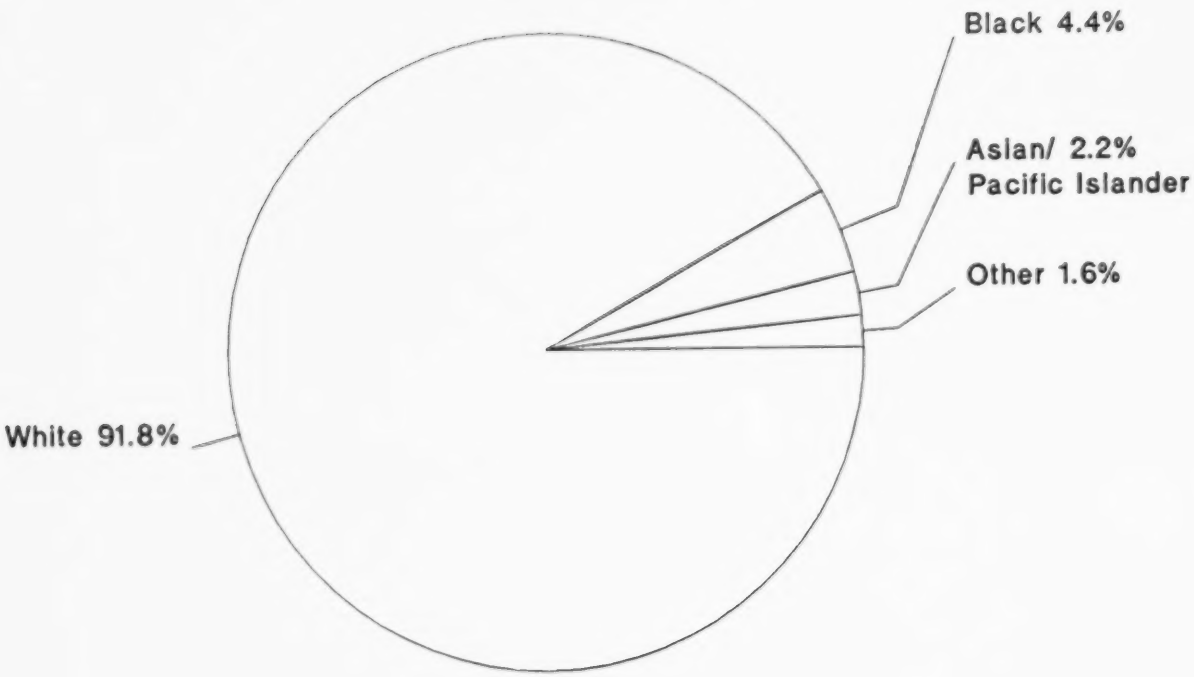


Note: "Other" includes Hispanic (1.7%) and American Indian/Alaskan National (.4%).

Source: Higher Education Staff Information Report (EEO-6), Equal Opportunity Commission, 1985.

Illustration II

Racial Composition of Full-time Faculty 1975



Note: "Other" includes Hispanic (1.4%) and American Indian/Alaskan National (.2%).

Source: Higher Education Staff Information Report (EEO-6), Equal Opportunity Commission, 1975.

January 1989. This means computer printouts were available: there were no readily available attempts at analysis. A recent study by Dr. Joseph Hankin of New York, however, indicates the national figures for all colleges (which include predominantly black institutions) are very similar to data collected for two-year colleges.

Another factor to be considered is the type of position minority faculty tend to hold. Illustration III shows a breakdown of full-time faculty by race, rank and tenure. Minorities are less likely to be tenured, and more likely to hold lower level positions. White faculty continue to dominate the top positions, thereby controlling movement and entry of all faculty. Studies also show that minorities tend to be heavily concentrated in certain departments, and are also more likely to teach ethnic studies that are considered by white peers to be inferior.

III. FACULTY IN THE PIPELINE

Although college enrollment overall has been increasing, a recent Census Bureau survey shows that the proportions of black and Hispanic high school graduates who are enrolled in college have changed little during the 1980s. In the ten-year period between 1976 and 1986 there was almost a 5 percent decline in the proportion of black youth and over 6 percent fewer Hispanic youth attending college. A small increase in the proportion of whites attending college was noted for the same time period. Think about the implications of those figures coupled with the knowledge that these minorities will comprise the bulk of new workers and that most of the jobs waiting for them require postsecondary education.

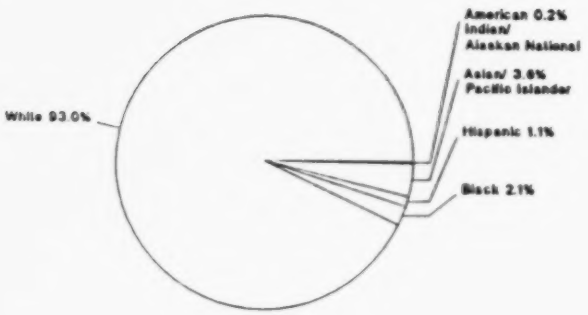
The need to bring minorities into the mainstream of American life has never been more critical. The issue has evolved from being a social concern to a pocketbook reality. No region is immune from the need to break down the barriers of cultural differences. The business community certainly realizes that the economic health of this country is dependent on an educated multi-cultural work force.

A comment several people made in response to our questionnaire was that minority issues were not relevant to colleges in their regions because so few minorities lived there. We need to stop this kind of provincial outlook. White students in those areas will most likely confront minorities in some aspect of their personal and professional lives. Exposure to minorities in a positive setting, such as a community college classroom, could make a difference in their attitudes and acceptance of different races.

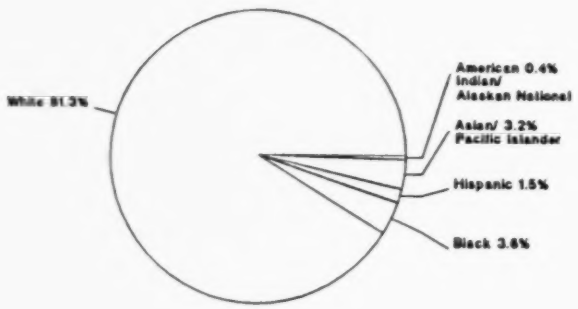
IV. A MULTI-FACETED SOLUTION

Illustration III

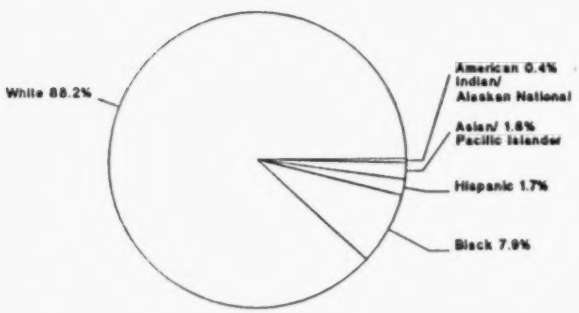
Full-time Faculty by Rank and Tenure 1985



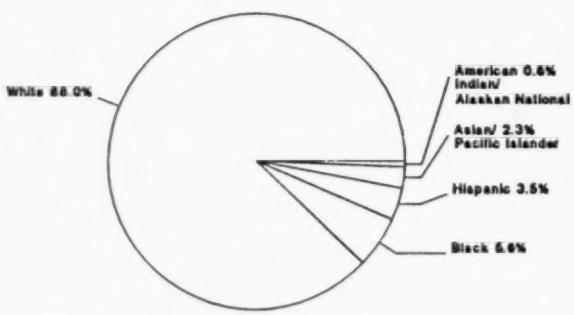
Professor



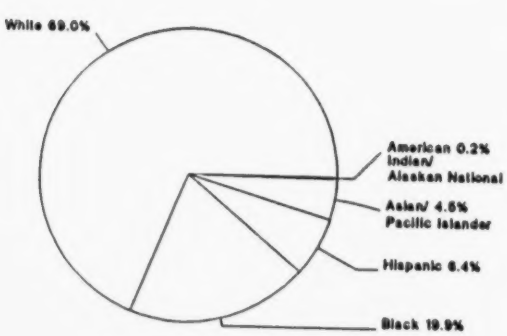
Associate Professor



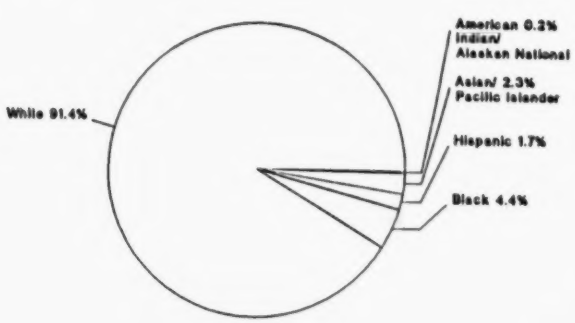
Assistant Professor



Instructor



Lecturer



Other

There is little disagreement that there is a need for more minority faculty. The Council of State Directors of Community and Junior Colleges is well aware of the problems colleges across the country are facing in trying to increase the number of minorities on their staffs. Until I looked at the issue more closely, however, I had no idea we as educators were doing so poorly. If we were to get a report card based on the data we just looked at, we'd probably get a collective D minus. But that doesn't mean there aren't some states and colleges doing their best to change those dismal numbers.

The primary goal of the work the Council commissioned was to find innovative ways colleges and states were increasing the number of minorities on faculties at two year colleges. We sent a questionnaire to members of the Council of State Directors, made an ERIC search of the literature, and talked to people from all parts of the United States about long-range and short-range strategies.

The result was a report entitled *The Dry Pipeline: Increasing the Flow of Minority Faculty*. The section describing strategies in the report is divided into two sections. Some ideas can be initiated at the college level, while others are more appropriately directed at the state level. The sections for colleges and states are further divided by type of strategy: long-range ideas are designed to increase the number of minorities in the education pipeline; short-range initiatives primarily enhance recruitment techniques. Where possible, names and telephone numbers of appropriate contacts are included. Ideas from the literature are referenced for additional information.

What are some of the ideas we uncovered? I won't mention all the ideas listed in the report, but together we'll explore a few of the strategies being implemented by colleges and states across the country. While many of the strategies are being tried at more than one college or state, only one contact is listed in the report. Please feel free to ask questions or make comments at any point in the discussion--many of you probably have tried some of these ideas along the way and can give the group some insight about what works and what doesn't work.

A. Short-range strategies for colleges

1. To increase the college's contacts with minorities in the community, Prince George's Community College in Maryland meets regularly with a group of minority representatives of civic organizations, fraternities, sororities, churches, and businesses. The group advises the college about the availability of minorities for faculty and administrative positions. These representatives also are advised when job openings occur and are encouraged to identify possible job candidates.

This strategy can be very time consuming and requires evening and even weekend hours. The payoff may be difficult to measure, although the goodwill created in the community should not be overlooked. National organizations and networks representing blacks, Hispanics and other minorities can help colleges identify fraternities and sororities in their communities.

These contacts also send a signal to minorities that the campus welcomes them. Some colleges may have to overcome negative images in minority communities. Meeting with community leaders is a good way to change perceptions. But make sure new perceptions match reality. A staff development program for all college personnel and student leaders may be needed to break down barriers. Studies of minority faculty show that few colleges are immune from racism.

2. Community members are included on college task forces and search committees in the Seattle Community College District in Washington to increase the college's sensitivity to community concerns. Inclusion of community representatives on these committees can have side benefits of support of new programs and budget requests.

None of these strategies will be very successful if colleges depend on an instructor with a few hours of release time to implement them. Colleges that are serious about minority recruiting will need a full-time coordinator. Even the best plans are worthless if there is no one to implement them.

3. An internship program for graduate level students is being developed at the Community College of Allegheny County in Pennsylvania. Students will enter the faculty ranks as part-time instructors with the hope of movement to full-time faculty positions.

4. Bucks County Community College in Pennsylvania is making a concerted effort to attract and hire minority adjunct staff. These employees will have an opportunity to learn about the college and the college will have a pool of potential candidates for full-time positions.

5. Faculty exchange programs between community colleges and predominantly black four year colleges have provided stimulating experiences for everyone involved. These programs have also increased the presence of minorities on the community college campus.

6. At Prince George's Community College in Maryland, the applicant pool for professional positions must be representative of the availability of minorities in related occupations within the region. The college institutional research office has

developed a set of indices for minority employment based on Census tapes. If the applicant pool is not representative of minority involvement in related occupations in the work force, the position is advertised again. The effort has been successful: in the last 12 months, five out of seven full-time faculty positions were filled with minorities.

This strategy is controversial and requires a lot of sensitivity and patience. Prince George's has had to readvertise positions three or four times to get enough qualified minorities in the applicant pool. This can put a strain on small departments and test the patience of search committees. It does illustrate, however, that qualified minorities can be hired when there's enough time and effort. This is what minorities have been telling us for a long time.

7. College and state representatives can attend and be an integral part of conferences held by professional organizations concerned with minority issues. The National Association for Equal Opportunity in Higher Education (NAFEO), the membership association of the 117 historically and predominantly black colleges and universities, has a National Conference on Blacks in Higher Education each spring in Washington, D.C. During the conference, colleges can purchase space for an exhibit for promotion and faculty recruitment.

8. The National Council on Black American Affairs, an affiliate of the American Association of Community and Junior Colleges, operates a job bank of qualified minority professionals. Two-year colleges are encouraged to use the job bank services. The AACJC affiliate for Hispanic educators is developing a job bank to offer similar services. Lead-time is necessary if colleges plan to use job banks.

B. Long-range strategies for colleges

When I described this study to a friend who has a long background in higher education, his first reaction was a shrug. He said all you're doing in reshuffling the deck. If you've been recruiting minorities for any length of time, you probably agree. There does seem to be a finite number of professional minorities being wooed and courted by not only higher education, but every conceivable institution and business around. We're different, though, and have a more compelling need for minority leadership than other institutions and the business sector. We can have a direct impact on the number of minorities entering the professions: the presence of minority faculty is the best predictor of success in retaining and recruiting minorities.

1. A rural area in Maryland that is on its way to becoming a bedroom community for Washington, D.C. and Baltimore is the home of two four-year colleges, a school for the deaf and a

community college. Recently at a breakfast meeting the three college presidents, the local school superintendent and the director of the Maryland School for the Deaf shared their concerns about increasing the number of minorities on their staffs. They decided the best source of minority teachers and faculty was in their own community. That day marked the beginning of the Frederick Alliance for Creative Education (FACE).

A primary concern of the group is providing opportunities in higher education to minorities in the community. Minority high school seniors are selected by the public school system to take courses at the community college, paid for by the college's foundation. Students are monitored and encouraged to continue their studies at one of the area's four-year colleges.

2. Wisconsin has a similar program for minority youth in Madison. The Minority Pre-Collegiate Program for minority high school students in Madison is a summer program for juniors that extends through the students' senior year. All area colleges are working together in this cooperative venture to encourage borderline students to graduate from high school and enroll in college. During the summer the students go to class 15 hours a week at the Madison Area Technical College and work 20 hours a week at a job where few minorities are employed. Counselors work with the students during the summer and following year, and parents are expected to remain involved.

3. Harrisburg Area Community College (HACC) in Pennsylvania and the United Negro College Fund (UNCF) have developed a Dual Admission Program to combine the advantages of attending a community college with the opportunity to earn a four-year degree. Under this program, students begin their education at HACC, and continue at one of five UNCF institutions.

4. City College of San Francisco has enrolled 34 Hispanic and black students in a new Math Bridge Program that provides special instruction to strengthen their preparation for transfer to a four-year institution. Black and Hispanic professionals will serve as role models, lecturing on careers in science, engineering, computer science, and other math-related fields. A grant from Pacific Telesis Foundation will fund the coordination and evaluation of the program.

C. Short-Range Strategies for States

1. The Minority Staff Development/Recruitment Program in Connecticut makes capitation grants to institutions based on the number of black and Hispanic professionals employed. The grants must be used to recruit minorities or assist in their upward mobility. Funds can be used for tuition for advanced degrees; other professional development, such as summer institutes,

conferences and workshops; and recruitment expenses.

2. The Special Reserve Fund administered by the Massachusetts Board of Regents supports faculty appointments of minorities by subsidizing first-year salaries and providing additional positions.

3. The Minority Fellowship Program in Connecticut provides stipends for black and Hispanic graduate students in teaching-related activities at community colleges. An important part of this program is the development of mentor-fellow relationships at the colleges. Colleges within the system are encouraged to consider fellows for permanent positions. (Similar to Community College of Allegheny in Pennsylvania)

4. The Applicant Pool operated by the North Carolina State Board of Community Colleges includes all interested qualified black applicants with at least a bachelor's degree who have submitted either an employment application form or resume. The board's Job Register includes a listing of all full-time professional institutional vacancies. Twice a month a job vacancy listing is disseminated to colleges and associations. In addition, qualified candidates from the Applicant Pool are referred to colleges for specific positions.

D. Long-Range Strategies for States

1. In Florida, the College Reach-Out Program uses resources of state universities and community colleges to strengthen the motivation and preparation of low-income or disadvantaged high school students. Activities include student trips to campuses, role models, workshops, tutoring, counseling, and home visits.

2. The Florida Board of Regents Special Summer Program for Black Graduate and Professional Students is designed to prepare first-year graduate students for success. Students attend the university in the summer prior to their first year of graduate school. During that time, they are advised and assisted through classes and special seminars.

3. The Illinois Consortium for Educational Opportunity Program provides financial assistance for minority students pursuing graduate or professional degrees. In exchange, students agree to seek teaching or administrative employment in Illinois higher education.

4. The Indiana College Placement and Assessment Center, a state clearinghouse for prospective college students, surveys ninth graders and their parents about college plans. The idea of attending college is actively marketed to the students and their families. Eventually the program will identify ninth graders who are uncertain about college and match them up with local support

groups who will monitor their progress and be their mentor throughout the high school years.

5. College Day in Michigan helps young students think about attending college. Students in grades 7 through 11 visit a campus, are exposed to role models, and receive counseling on financial aid and application procedures. Each institution receives funds based on the number of visiting students.

V. GAME PLAYERS

Some of the people I talked to were cynical about this project: another study about an issue that's been studied to death. It's time for action. We know that our ability to meld minorities into the mainstream will directly impact economic development and international competition. An educator said it best:

> "To maintain our country's economic position in an increasingly competitive world, to contribute to the solution of our own domestic problems, and because it is *right*, we must bring the best, at all the levels of education, to all of our citizens."

Learning about programs across the country and talking to the people implementing them reaffirmed my belief that people still care about affirmative action and equal opportunity. It also became apparent that we need to work together as a nation and as communities before we reverse those statistics.

Who are the players in this endeavor? In higher education, five major groups must work together before we begin to reverse current trends.

A. Leadership (Illustration IV)

The impetus for an innovative affirmative action program at one community college came from minority political leaders in the community. They insisted the college be more responsive to the minority students enrolled at the college and that the faculty include appropriate role models for those students. I'm not sure the leadership of that college would have embarked on its aggressive recruitment program if those demands had not been made.

State leaders through policy initiatives can make minority involvement a state priority. Aggressive plans must be supported by adequate budgets.

We all must put pressure on politicians and leaders at the national level. Minority educators in a report entitled *Meeting the National Need for Minority scholars and Scholarship* said the

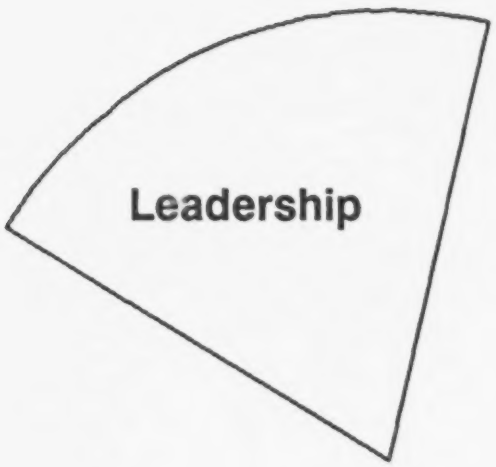


Illustration IV

- Civic and community leaders work with college personnel to assure that policies and hiring practices are consistent with community needs.
- State political and governmental leaders should set policy and establish priorities for minority involvement.
- National leaders must renew interest and emphasis on increasing the minority role in higher education.

"federal government has more impact than any other entity outside the university itself." Inactivity at the federal level for the past eight years explains in part the disappointing numbers of minority faculty, especially blacks. The same group concluded that the federal government has been "ineffective and inefficient" in recognizing or helping solve the problems of minority scholars. Pressure should be brought on national leaders to make civil rights a national priority.

B. States (Illustration V)

States must be more involved in increasing minorities on college faculties, especially by increasing the flow of minorities in the education pipeline. Right now the health sciences begin recruiting students in junior high. The banking industry starts in grade school. States must find innovative ways to keep youth in school and make college a viable option. Two-year colleges could be important partners in these initiatives.

States could also provide incentives to colleges to help minorities complete degree programs. In addition, scholarships and loan monies should be available to qualified minorities.

C. Trustees (Illustration VI)

Robert Gale, president of the Association of Government Boards of Universities and Colleges (AGB) said there "seems to be a correlation between attentiveness at the board level and outcomes in the student body and faculty." Board support is critical, he said, because trustees "control the purse strings" and can make sure than an appropriate program of affirmative action is in place. He also believes it is important to have minorities on boards to remind institutions of commitments to minorities.

Trustees should be leaders in assuring that colleges maintain an appropriate minority presence on their campuses. They should ask questions and demand action. Trustees should be the link between college and community, and the voice for the needs of the community.

D. Faculty (Illustration VII)

Increasing the number of minority faculty, in large part, rests with current faculties. Committed administrative leaders can influence faculty, but as a general rule, the faculty controls access to its ranks. "What is lacking is evidence of demonstrable concern on the part of the white faculty as a whole...Until the problem becomes a concern and interest of the white faculty, the number of black faculty will not change appreciably." Faculty must be accountable for their decisions;

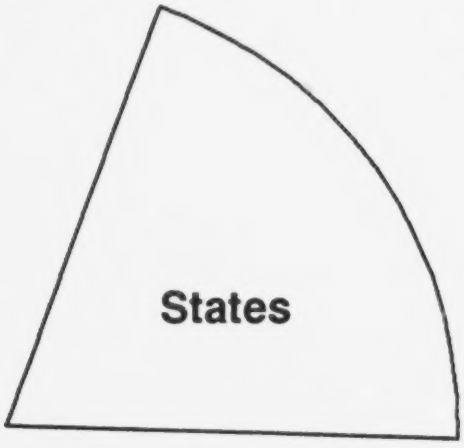


Illustration V

- Provide incentives to encourage colleges to increase the number of minorities on faculties.
- Work with other state agencies to encourage minority students to graduate from high school and attend college.
- Support minority students with scholarship aid and loans.
- Maintain data bases to monitor progress in minority hiring and publish annual reports to keep minority issues visible.
- Insist colleges vigorously pursue affirmative action goals for both students and faculty.

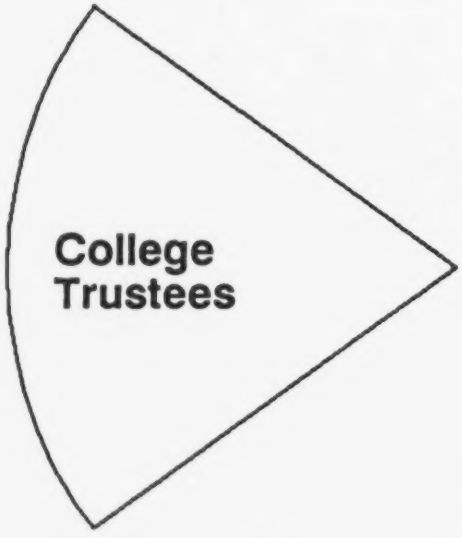


Illustration VI

- Monitor affirmative action plans.
- Provide monetary support for affirmative action initiatives.
- Ask questions.
- Demand action.

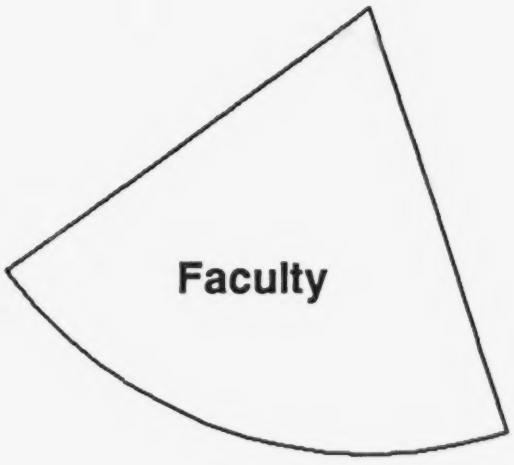


Illustration VII

- Make minority hiring a priority in every department.
- Develop strong ties with minority students, encouraging them to complete college.
- Provide a welcoming environment on campus for minority faculty and students.
- Remain open to enlarging traditional requirements for faculty tenure.
- Challenge stereotypes in delineating job responsibilities of minority faculty.

increasing minority faculty should have high priority.

Faculty can influence the presence of minorities on campus by doing the following things:

1. Make minority hiring a priority in every department.
2. Develop strong ties with minority students, encouraging them to complete college.
3. Provide a welcoming environment on campus for minority faculty and students.
4. Remain open to enlarging traditional requirements for faculty tenure.
5. Challenge stereotypes in delineating job responsibilities of minority faculty.

E. Colleges (Illustration VIII)

Issues such as enrollment declines and increases, funding shortages, and changing student bodies, have taken the spotlight away from affirmative action at many of the nation's colleges. Although most colleges report having an affirmative action plan on file, the level of commitment colleges have to the plans is very disparate.

A college may have good intentions, but meet with obstacles in the recruiting and hiring of minorities. Impediments to the effective use of affirmative action plans include:

- The lure of higher paying jobs in the business and industry sector
- College freezes on hiring
- Limited applicant pool
- Lack of institutional commitment
- Affirmative action officers with other duties who cannot pursue affirmative aggressively or even routinely

What can colleges do to increase the number of minorities on campus?

- Develop and use affirmative action plans that effect all components of the college
- Put pressure on state government to support short-range and long-range plans to increase minority faculty
- Work with faculty and other college personnel to insure campuses welcome minorities.
- Include the community in faculty searches and long-range planning
- Work with local schools to increase the numbers of minorities attending college
- Work with faculty through staff development to bridge the gap of cultural differences among races.

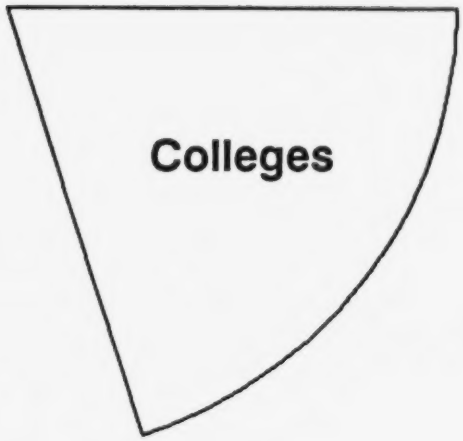


Illustration VIII

- Develop and use affirmative action plans that effect all components of the college.
- Put pressure on state government to support short-range and long-range plans to increase minority faculty.
- Work with faculty and other college personnel to insure campuses welcome minorities.
- Include the community in faculty searches and long-range planning.
- Work with local schools to increase the numbers of minorities attending college.
- Work with faculty through staff development to bridge the gap of cultural differences among races.

Two-year colleges should also rely on their strengths. If 75 percent of the work force in the year 2000 are now adults, colleges need to keep the pipeline to higher education open to older students. The average age at many community colleges is close to 30--two year colleges already are experienced in working with older students. We need to find ways to encourage these students to aspire to higher education.

VI. CONCLUSIONS

All the labor projections indicate that the economic future of America depends on a well-trained and educated work force. Since the majority of net growth in the work force will come from minority populations, educational opportunities must be equal for all races.

The only way to achieve this goal is for everyone to work together. (Illustration IX) A college with the best intentions won't have a significant impact if the state does nothing and the federal government maintains business as usual. Trustees can ask the right questions, but the situation won't change if the faculty ignores them.

Putting all the pieces together won't happen in a day, or a week, or even a year. There aren't many politicians or administrators or faculty or trustees who will say this isn't an important issue. It just needs to be given top priority. The irony is, if this problem is solved, many of the issues that demand our energy and time will disappear.

Economically, we cannot afford to disenfranchise a portion of society because of racial differences. Experts already predict a dangerous deficiency of skilled workers by the year 2000. But more importantly, we must move beyond the bonds of race toward unity of spirit and resolve. Working together we can turn our differences from being a weakness to being a strength.

For more information, see the report on which this presentation was based:

Dorothy S. Linthicum. The Dry Pipeline: Increasing the Flow of Minority Faculty. National Council of State Directors of Community and Junior Colleges, May 1989.

Available from:

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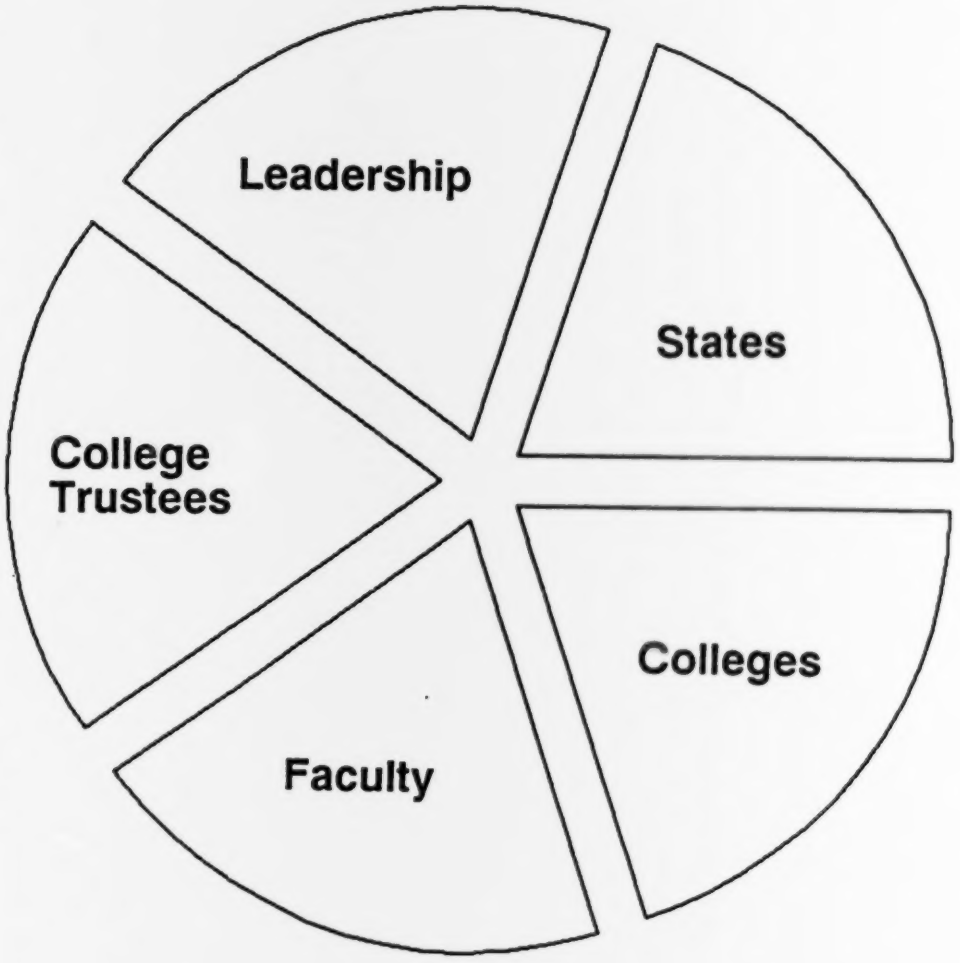
Illustration IX

Putting the Pieces Together



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